

Schedule for Day Five (Friday)

Time	Activity	Notes	Responsible	Location
6:30 A.M.	<i>Arise; breakfast and cleanup</i>		Duty roster	Patrol site
8:00 A.M.	Troop assembly	Flag ceremony	Staff	Troop assembly area
9:00 A.M.	Finding Your Vision (Part Two)	Expand on ideas of personal vision—make it bigger.	SM and other assigned staff	Troop site
10:30 A.M.	Communicating Well (Part Two)	Build on the week's communications, adding theory to the practice.		Troop site
11:30 A.M.	Patrol leaders' council meeting	Final plans for Outpost Camp	SPL	PLC site
12:00 A.M.	<i>Lunch and cleanup</i>		Duty roster	Patrol site
1:00 P.M.	Making Ethical Decisions		Scoutmaster, assigned staff	Troop site
2:00 P.M.	<i>Patrol meeting</i>	Continue discussion of ethical decision making and make final outpost camp preparations	Patrol leader and troop guide	Patrol sites
2:45 P.M.	Clean Up Camp and Return Equipment	Common cleaning area with hot water and staff to approve.	All	TBD
4:30 PM.	Patrol presentations: The Quest for the Meaning of Leadership		SPL	Troop site
6:00 PM.	Troop Dinner		Staff	Troop dining area
7:00 P.M.	Outpost Camp	Schedule of events determined by each patrol	Patrol leader	Assigned
9:00 P.M.	Scouts' worship service	Stick on Fire	Staff	Patrol Sites
10:00 P.M.	Lights out		Patrol leader	Patrol sites

Troop events and activities

Patrol events and activities

Content sessions and their connecting activities



Day Five: Breakfast Questions

One or more staff members will join each patrol for breakfast. This is a good opportunity for participants and staff to get to know each other a little better. In addition, staff members can learn quite a bit about the patrol and can encourage patrol members to think about a few key issues as they begin the day.

To make the most of breakfast discussion opportunities, keep the following questions in mind for the Day Five breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- Tomorrow you'll make your presentation of your patrol's Quest for the Meaning of Leadership. Tell me about the NYLT leadership skills that will be part of your meaning of leadership.
- When you go back to your home troops, how can you use the Teaching EDGE™ to help others learn skills?
- What does *Enabling* mean? (Lead the discussion toward the idea that *Enabling* means "creating an environment for success and continued growth.")



The breakfast questions are not meant to be a quiz or a list to be read. Instead, enjoy sharing breakfast with a patrol and drop the questions into the conversation as a natural part of the morning discussions. Additional questions that relate to the specifics of the course or the patrol's learning curve are encouraged.

Day Five: Troop Assembly

Time Allowed	60 minutes
Responsible	Staff
Location	Troop assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none"> ■ Have gathered for Day Five of the NYLT course. ■ Feel welcomed and valued (staff too). ■ Reaffirm that the NYLT troop operates according to the Scout Oath and Law. ■ Have viewed or participated in a flag ceremony presented by the program patrol. ■ Participate in or view the installation ceremony for new patrol leaders and assistant patrol leaders. ■ View youth staff as supporters, guides, and mentors to course participants. ■ Be able to discuss key parts of a good troop assembly. ■ Be able to recognize good communication skills.
Recommended Facility Layout	<p>Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)</p>
Presentation Procedure	<p>Opening</p> <p>The patrol leaders lead their patrols to the assembly area and arrange them in an appropriate formation.</p> <p>The senior patrol leader takes charge of the meeting, using the Scout sign to bring the assembly to order. He welcomes participants to Day Five of NYLT and expresses pleasure in having everyone there.</p> <p>Explain that Day Five symbolizes the fourth week of the month for a normal BSA troop. There will be a variety of presentations and activities during the day, as well as a troop meeting.</p>

Flag Ceremony

Instruct NYLT troop members to use the Scout salute while the flag is being raised. Ask the program patrol of the day to present the colors and raise the American flag, then invite the program patrol to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix for Day Two.

Instruct the program patrol color guard to raise the historic flag and the NYLT troop flag.

Ask the troop members to make the Scout sign and recite the Scout Oath and Law.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Patrol Leader and Assistant Patrol Leader Installation

The senior patrol leader asks the Day Four patrol leaders to introduce the Day Five patrol leaders to the troop, then the Day Four assistant patrol leaders to introduce the Day Five assistant patrol leaders. Encourage those making the introductions to use effective communication skills.



Note: As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course can be found in the Sample Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The senior patrol leader begins the installation. He should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the troop flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on his patrol leader's right shoulder.

- Instruct them all to give the Scout sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting."
- Welcome them as the troop's new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

The assistant senior patrol leader briefly reviews the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Set up the troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Perform other duties as assigned at the patrol leaders' council meeting.

Service Patrol (sample assignments)

- Put the troop meeting area in order after meetings. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the patrol leaders' council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag.



The exchange of symbols for the program patrol *and* service patrol should not overshadow the installation of the day's patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrols can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of patrol leadership.

STAFF SERVICE PATROL

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the troop, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.



For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One-Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as his guide, the assistant senior patrol leader in charge of the service patrols makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE' to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another B-P streamer each day of the NYLT course.

Scoutmaster's Minute

The Scoutmaster presents his Scoutmaster's Minute for Day Five:

"We've talked a lot during this course about astronauts setting off for the moon. We've considered mountain climbers trying for the summit of Mount Everest. We've looked at the visions of people who set off to go around the world in a balloon or climbed on a bicycle and set out to win the Tour de France.

"Talking is good. Sorting out ideas is fine. But the real test of whether we've learned something comes when we set out to do it. Today you are setting off as patrols for your Outpost Camp. It's a chance to use all you've learned so far at NYLT to make your team a success. No doubt there will be some challenges along the way that will test you. You have the knowledge to respond well to those challenges, both as individuals and as a patrol.

"An Outpost Camp isn't a trip to the moon, or to the summit of Everest, or to the winner's podium of the Tour de France. But it is a step toward realizing an even greater vision—that of making the most of all the opportunities and challenges that come your way."

The senior patrol leader thanks the Scoutmaster and brings the troop assembly to a close.

Day Five: Finding Your Vision (Part Two)

Time Allowed	60 minutes
Format	Troop presentation with individual activities
Responsible	Scoutmaster and other assigned staff
Location	Troop site
Learning Objectives	<p>By the end of this session, each participant should be able to</p> <ul style="list-style-type: none"> ■ Explain that vision is what future success looks like. ■ Discuss how his NYLT patrol's team vision for the NYLT course is being realized. ■ Prepare and communicate a personal vision. ■ Identify at least one goal leading toward realization of that personal vision.
Materials Needed	<ul style="list-style-type: none"> ■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen ■ SMART Goals Work Sheet (appendix, Participant Notebooks) ■ Planning Tool Work Sheet (appendix, Participant Notebooks) ■ Developing a Personal Vision Work Sheet (appendix) ■ Pens, colored pencils, crayons, and sheets of flip chart paper for each patrol ■ Flip chart or other means for presenters to capture ideas generated by participants and staff
Presentation Procedure	<p>Preparation</p> <p>The NYLT senior patrol leader and one troop guide should each prepare their own personal vision of success, then identify the goals that will lead to realizing the vision. These visions and the accompanying goals should be written on flip chart pages, posters, or some other form that can be displayed and discussed during the session as examples of fully formed visions and the steps to realize those visions.</p> <p>Other staff members involved in this session should also prepare and write down their own personal visions of success and identify several goals that lead to realizing that vision.</p>

Opening Discussion



Show slide 6-1,
Finding Your Vision
(PartTwo).

The presenter reminds participants that early in the NYLT course, the group enjoyed some elephant jokes. Here's another one:

Q: How can you tell if there's been an elephant in your refrigerator? A: Footprints in the butter.

Elephants. They're big. You can't ignore them. If you're in a room with an elephant, you're going to know. If there's an elephant in your life, you can't ignore it.

Vision



Show slide 6-2,
Vision.

We began this week of National Youth Leader Training by exploring having a vision.

Vision is what future success looks like.

Let's put it another way:

If you can see it, you can be it.

It doesn't say, "I *want* to do something," or "I'd *like* to do something." A vision says "In the future, *I clearly see myself in this picture of success.*"



Show slide 6-3,
Vision: Developing ...

There is a place for dreaming when you are developing a vision for yourself or your team. You are imagining a future that is brighter and more productive than if you didn't give thought to what is to come. Nothing happens without a vision, or at least nothing as positive as what can occur when you put your mind to it.

A vision gives you an anchor in the future. It is a magnet that pulls you along. It is a belay point, a touchstone, a clear overview of life beyond the current moment. It's not a road map showing small steps-that's the role of goals. Vision is big. It is a clear picture of the future. It's elephant-sized.

NYLT Team Visions



Show slide 6-4,
Team Visions.

On Day One of NYLT, each patrol developed a team vision for itself. The challenge was to develop a clear picture of your patrol.

Ask each patrol to present their team vision from Day One. How did it pull them along through the week? Was the picture of themselves that they imagined five days ago what they look like today?

Personal Vision



Show slide 6-5,
Personal Vision.

A *team vision* can help a team (a Scout patrol, for example) progress toward future success.

A *personal vision* can show you who you can become. When you see a picture of yourself in the future, you can take steps to make that picture come true.

If you can see it, you can be it.



Show video clip 6-6, Finding Your Vision (Part Two), which begins with "What does your vision look like?"

Discuss the personal visions illustrated in the video. Highlight the personal vision of each individual and what makes that person's vision a *true* vision—that is, a picture of future success.

On the flip chart, write down the personal vision of the people in the video. (Post that vision where the troop can see it as the discussion continues.)



Personal visions shared by the senior patrol leader and one of the troop guides will help participants see that developing and sharing visions can be done by people their age, not just by the well-known people in the video.

Staff presenting their visions should take this opportunity seriously. The visions should be real, meaningful, and worthwhile.

Participants need to see that having a clear vision is important to staff members and that it has a real impact on the lives of those staff members.

The senior patrol leader discusses his personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the troop can see it throughout the remainder of the session.

The troop guide discusses his personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the troop can see it throughout the remainder of the session.



Later in the session, the senior patrol leader and the troop guide will return to explain some of the goals that will help them realize their visions. Their goals will be written on flip chart pages that can be posted alongside the displays of their personal visions.

News Story Challenge

The presenter explains the News Story Challenge to participants:

1. Write a news story about yourself as you will be when you are 30 years old. Tell who you are and what you have been doing. Describe how your strengths and your interests as a youth have developed as you have become an adult. (For example, how hobbies you had as a Scout helped lead to who you have become as an adult.)
2. The article will have a photograph with it to illustrate who you are at age 30. Write a description or draw a sketch of what you see in the photograph.

Give the participants time to write and draw their responses to the News Story Challenge.

PERSONAL VISION CHALLENGE

Vision is a picture of what future success looks like. Challenge NYLT participants to look into the future and see themselves in a picture of what future success looks like for each of them.

To develop a personal vision, participants can scribble down ideas, make sketches, and do whatever else helps them dream and imagine.

Some questions that can help guide each Scout in shaping his vision include:

- What will be a measure of success for me in five years, 10 years, 20 years?
- What is it that already makes me unique? What do I like to do? What makes me happy? How can I build on that strength? (Think back to the Getting to Know Me game played on the evening of Day One.)
- What can I take from the News Story Challenge to help shape my vision?

Think of the personal visions of the people in the video. Each of them thought big. They had a big elephant showing them the way into the future. It was a clear target and big enough that it couldn't be missed.

Encourage each participant to make his initial vision bigger. "Grow your elephant. Make it fill the room. Don't be shy. Don't hold back because a vision seems unreachable. Dream big."

A vision should touch your heart, mind, and spirit.

WRITE AND DRAW YOUR VISION

An important step in making a vision real is getting it down on paper. Ask each participant to use words to paint his picture of what future success looks like.

Create an ideal picture of where you want to be in the future.

Your statement of vision should be clear, simple, short, and easy to understand. It should be action-packed (with what you will be doing or have done, just like the news story).

Draw your picture of future success. Do your best, but make it as detailed as you can.

Your vision should inspire you; you must believe in it. You *want* this picture of success to become real. *If you can see it, you can be it.*

It doesn't have to be perfect, but you must be willing to commit to your vision. Can you make it bigger?

COMMUNICATE YOUR VISION

Offer NYLT participants the opportunity to share their written and drawn visions with the rest of the troop. Earlier in the session they watched as the senior patrol leader and a troop guide presented their visions. Now it is the course participants' turn to share theirs.

The session presenter should make it clear that this is a voluntary exercise. Some participants might feel uneasy about sharing their visions publicly.

Staff members who have not shared their visions previously in this session can add to the presentation by describing their own visions.

Goals

The presenter asks participants: *Remember this elephant joke from Day One?*

Show Q: "How can you eat an elephant?"

A: "One bite at a time!"

Vision. It's the elephant. It's big. It's the picture out there of who we want to be.

How do you achieve a big vision? One bite at a time. That's how you put yourself into that picture of your future success.

If vision is the elephant, the bite-sized pieces are goals. They are the steps for realizing a vision.

SMART Goals

You want to have goals that get you closer to your vision. The test of good goals is the tool we call SMART Goals. Ask participants for the meaning of the letters S.M.A.R.T.

- Specific
- Measurable
- Attainable
- Relevant
- Timely

Briefly discuss those terms and their importance to setting and reaching goals.



SMART GOAL DEMONSTRATION AND CHALLENGE

The senior patrol leader and the troop guide who had shared their visions earlier in the session to return and describe several of the goals they have determined will help them realize their visions. (Include in the goals at least one relating to school work.)

Have the goals written on flip chart pages or other media that can be posted next to the original visions and viewed by participants for the remainder of the session.

The presenter explains how each of the goals fulfills the requirements of being a SMART Goal.

Ask each participant to think of one goal to be reached as a step toward realizing his own personal vision. Have him write down that goal and test it with the SMART Goals tool.

Ask for volunteers to share the goals they have written and to explain how each fulfills the requirements of being a SMART Goal. Use the SMART Goals Work Sheet.

Planning

The presenter explains that big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten any tasks and that every-thing is completed in an efficient manner.



PLANNING DEMONSTRATION AND CHALLENGE

The senior patrol leader and the troop guide shared their visions earlier in the session. They also explained several of the goals they have that will help them realize their visions.

Now they can each revisit one of their goals and, using the What, How, When, Who Planning Tool, demonstrate the planning that goes into achieving goals.

Ask for volunteers to share one of their SMART Goals and to use the planning tool to figure out some of the steps that will help fulfill those goals.

Summing Up Vision, Goals, and Planning

The presenter summarizes the key points of this session:

- Personal Vision—The picture of what future success looks
- Goals—The steps to fulfill that vision
- Planning—The tool for efficiently achieving goals





Show slide 6-11,
Your Next Vision.

Finding the Next Elephant

Discuss what happens when goals have been reached and a vision achieved. What do you do when you've reached all your goals? For example, in Scouting you've earned your Eagle Scout award, been to a jamboree, been to Philmont, and now you're feeling bored.

That's when it's time to find a fresh vision, set new goals, and begin pursuing the next, bigger elephant. In Scouting, that may be greater leadership positions, bigger adventures, or a stronger role in helping younger Scouts succeed.



Show slide 6-12,
Vision and Scouting.

A Final Thought: Vision and Scouting

Leave participants with a final vision challenge:

What is your vision of future success as a leader in your troop?

What goals will it take to realize that vision?

An important part of realizing that vision will be communicating it with your Scoutmaster and other troop leaders.



Show slide 6-13,
Vision and Your Future

We'll talk about effective ways to do that later today in the Communicating Well (Part Two) session.

Day Five: Communicating Well (Part Two)

Time Allowed 60 minutes

Responsible Troop presentation

Location Troop site

Learning Objectives At the end of this session, each participant should be able to

- Describe Aristotle's model for effective communicating.
- Use tools for effective communication.
- Use tools for effective listening.
- Practice communicating a message to use after the NYLT course.



This session is an opportunity to further the discussion of using good communication skills that was begun during the Day One session on Communicating Well. It is also a chance to review the core information from the sessions on the Teaching EDGE', the Leading EDGE", and Resolving Conflicts.

The other content session of Day Six, Finding Your Vision (Part Two), advances the subject of developing a personal vision and also reviews the key points of the sessions Finding Your Vision, Setting Your Goals, and Preparing Your Plans.

Materials Needed ■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen

Presentation Procedure ***Attention-Getting Communication Device***

When the group has gathered for the session but has not yet come to order, say in a normal speaking voice, "If you can hear my voice, clap once."

Wait a moment, then say, "If you can hear my voice clap twice." And then, "If you can hear my voice, clap three times."

(Typically it takes no more than three claps for all persons in the group to have noticed the clapping and turned their attention to the presenter.)



Show slide 6-14, Communicating Well, Part Two.

Explain that you've just used a means of communication that is a bit unusual but very effective. Communicating effectively has been of great importance throughout the NYLT course, and it is a subject worthy of revisiting as the course comes to a close.

Now make the Scout sign. Explain that in Scouting, the Scout sign is the universal signal for a group to come to order. It is as simple as any message a person can send, and is always understood by those who are ready to very effective. Communicating effectively has been of great importance through- Explain that you've just used a means of communication that is a bit unusual but receive it.

Opening Discussion

Welcome NYLT participants to the session. Let them know that this is the last teaching session of the NYLT course. Remind the group that the first teaching session of NYLT was also about Communicating Well.



Show slide 6-15,
Communicating Well.

Ask participants: *Why would a course on leadership begin and end with sessions on communicating?*

Entertain answers. An obvious one is that almost every part of leadership involves sharing ideas with other people—in short, communicating.

ARISTOTLE'S MODEL

The Greek philosopher Aristotle studied communication and devised a model that still stands today. That was more than 3,000 years ago.



Show slide 6-16,
Aristotle's Model.

Aristotle's model tells us that all communication has three parts—a message, a sender, and a receiver.

(Draw the Aristotle model on a flip chart or show it on a poster.)

We like to be a bit more up-to-date, so we call this the MaSeR Communication Model. (Write MaSeR on the flip chart.) Ask participants: What do you think the M stands for? (Message) The S? (Sender) And the R? (Receiver) A laser sends light, a maser sends microwaves, and a MaSeR Communication Model sends messages.

Communication always involves a message, a sender, and a receiver.

Examples:

1. Hand-clapping attention-getting device used at the opening of this session:
 - What was the message? (Give me your attention.)
 - Who was the sender? (The person clapping his hands.)
 - Who were the receivers? (The people hearing and seeing the clapping.)
2. This discussion on Aristotle:
 - What is the message? (Communication always involves a message, a sender, and a receiver.)
 - Who was the sender? ("I am," says the session presenter.)
 - Who were the receivers? ("We are," say the patrol members.)
3. What about the comments of you and the patrol members, as you share your answers to these very questions?
 - What is the message? (We have ideas, too.)
 - Who was the sender? ("We are," say the patrol members.)
 - Who is the receiver? ("I am," says the session presenter.)

Messages flow both ways—from sender to receiver, from receiver to sender.

Receivers and senders both have responsibilities for making good communication possible.



Show slide 6-17,
Aristotle's Model:
Messages Flow.

Activity— The Message Toss Game

MATERIALS

One tennis ball, orange, or other tossable item (ball) per patrol member.

PROCEDURE

Each patrol forms a circle. The patrol leader tosses (sends) one ball to Participant B, who receives it and then tosses (sends) it to Participant C, etc., until the ball has been touched once by every individual. The last to touch it sends it back to the patrol leader.

Toss the ball around the circuit several more times until everyone is accustomed to receiving from and sending to the same individuals every time.

The patrol leader tosses the ball to Participant B again to start it on another trip around the circle. When that ball is midway through the participants, the troop guide hands the patrol leader a second ball which he or she then tosses to Participant B, Participant B to Participant C, and so on. There are now two balls being sent and received around the circle. As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system.

The troop guide gradually hands the patrol leader more balls, timing their introduction into the circle to keep the balls moving until all the balls are in play.

DEBRIEF THE MESSAGE TOSS GAME

- What was the message? (The ball.)
- Who was the sender? (The person tossing the ball.)
- Who was the receiver? (The person catching it.)
- What happened when more balls were introduced?
- When did your patrol start dropping balls?
- What does a dropped ball represent in our communication model? (An incomplete message.)
- What are the causes of dropped balls or missed/distorted communication? Among answers that can be explored:
 - Too many balls/too much information.
 - Delivery is too fast. Receiver not ready to catch/listen.
 - Sender watching incoming balls/messages rather than concentrating on the message he is sending.
 - Ball tossed too high or low—in other words, inappropriate communication for the receiver's level of experience or expertise.



Show slide 6-18,
Effective Listening.

Effective Communication

Out of respect for listeners, a speaker will make sure he sends the message as well as he can. Out of respect for the speaker, listeners should make sure they understand.

You can see it as a matter of following the Scout Law. *Helpful, Friendly, Courteous, Kind...*

Something a speaker can do to help the listener receive a communication is to *package the message so* it is easy to hear and to remember.



Show slide 6-19,
Packaging the Message.

Packaging the Message

The balls in the Message Toss Game were easy to toss and to catch. Why? (Good size. Not too heavy. Shaped right for catching.)

Instead of balls, what if each patrol had tossed a 50-pound bag of sand? (Would have had to repackaging the contents before tossing. Put the sand into smaller bags, for example, that can be tossed.)

A sender needs to package a message in a way that it can be easily tossed to the receiver, and easily caught.

Newspaper reporters and others in the news field use the five W's and an H to package a story. (Note: Write these on the flip chart.)



Show slide 6-20,
Packaging the Message:
Journalists use 5WH.

5WH—Who, What, When, Where, Why, How

For example, if we were to write a newspaper story about the Message Toss game that was just played, what would we plug into each W and the H?

- **Who**—Each patrol
- **What**—Played the Message Toss Game
- **When**—During the NYLT session on Communicating Well
- **Where**—The session meeting area
- **Why**—To experience Aristotle's communication model of a message, a sender, and a receiver
- **How**—The patrol passed a ball in a pattern that included each member once. The troop guide gradually added more balls until there were as many balls being passed around as there were patrol members.

Discuss the fact that this NYLT session on communicating is, itself, an example of using 5WH:

- **Who**—NYLT participants
- **What**—To explore the importance of effective communication and understand some important tools for communicating well
- **When**—On the last day of the NYLT course

- **Where**—The session meeting area
- **Why**—To provide participants with ways to communicate effectively for the rest of the NYLT course and when they return to their homes
- **How**—The staff instructor leads discussions, demonstrations, and activities to highlight information about effective communicating and to help participants master the material

Packaging the NYLT Leadership Message



Show slide 6-21,
Packaging the
Leadership Message.

We've packaged the NYLT leadership message for you and placed the package on the back of the NYLT Leadership Compass card you have been carrying with you. That's a way to make the message as easy to remember as possible.

For example, we've given you a message packaged as the Teaching EDGE™. What do the letters in EDGE stand for? (*Explain, Demonstrate, Guide, Enable*)



Show slide 6-22,
The Teaching EDGE™.

We've talked about the four stages of team development and the fact that leaders can adjust their leadership styles to match them. What are the stages of team development? (*Forming, Storming, Norming, Performing*)

What's a good model to help you in a conflict situation? (*EAR: Express, Address, Resolve*)



Show slide 6-23,
The Leading EDGE™

We've packaged a message and we've sent it. According to the Aristotle model, is communication complete?

So if we've packaged the message and sent it, is the communication complete? (No. In addition to a message and a sender, there also needs to be a receiver.)

Let's talk about the *listening* part of communication for a few minutes. If you were the NYLT staff, how would you know if you—NYLT participants—were "catching" our messages? (Accept various answers.)

Tools for Effective Listening



Show slide 6-24,
Effective Listening.

Effective listening encourages listeners to repeat the message back to the speaker by either:

- Rephrasing the message. "Here's what I hear you saying"

OR

- Giving your understanding of the message. "From what I hear, I understand that this is what you want me to do"

Ask participants for more information: *Tell me more about that.*

By rephrasing the information and bouncing it back to the speaker, the listeners are making sure they are hearing what the speakers have to say and they are letting the speakers know that their messages are getting through.

Ask a volunteer to bounce that last bit of information back to you. You can help him get started by offering the phrase, "What I understand you to be saying is this" and then encouraging him to put the message into his own words.



The point of this mini-exercise is to get participants to engage their brains in the listening process. What they offer back as their understanding of the message is *less* important than the fact that they are offering back.



Show slide 6-25,
The Leading EDGE™.

Effective Presentation

Much of communication is conveyed by body language such as nodding your head to show you are receiving the message, smiling and frowning, leaning for-ward to show interest. It's important that your body language supports the message you are attempting to communicate.



Show slide 6-26,
Tools for
Effective Listening.

THE LANGUAGE OF BODY LANGUAGE

In the Message Toss game, what are some of the ways a sender can let the receiver know the ball is on its way? (Discuss verbal *cues*-"*Hey! Here comes the ball!*"—and body language-waving *arms, eye contact, motioning toward a receiver*—a sender might use.)

What are some of the ways a receiver can let the sender know he's ready to catch the ball? (Discuss verbal *cues*—"Here! Throw it here!"-and body language—*eye contact, holding hands in a catching position*-a receiver might use.)



Show slide 6-27,
Body Language.

A person who is speaking should also be aware of his own body language.

It also means paying attention to the body language of the people the speaker is addressing. In short, what is the listener (or listeners) doing, and how can you adjust the message to get your meaning across?

Paired Communication Activity

PREPARATION

Each NYLT participant will soon be back in his home troop. Based on what they have learned in NYLT, many of them will want to improve their troops, and will have many ideas to share with the troop leaders and other Scouts.

This activity will encourage participants to practice sharing one or more of those ideas using the skills of effective communicating.

PROCEDURE

Ask each participant to take a couple of minutes to write down an improvement he wants to make in his home troop based on what he has learned this week. Encourage him to organize his thoughts by using the format **Who, What, When, Where, Why, How.**

Pair up the participants. One Scout in each pair plays the role of the home troop Scout. The other Scout acts as himself discussing his ideas for changes in the troop with his Scouting friend.

After the first Scout has had a chance to present his ideas, the pair of Scouts switch the roles of the Scout friend and Scout so that the second participant has a chance to present his ideas.

The Scout who is listening to the presentation can use the Communication Skills Checklist and Start, Stop, Continue to evaluate the speaker's communication skills—how he uses his body, his tone of voice, whether he makes eye contact, etc.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.



This exercise can have a variety of positive results:

- Each Scout will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every Scout will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen the presentation of his message before conveying it to his home troop.
- The activity encourages the use of the same skills that participants can use as they get ready for their presentations of the Quest for the Meaning of Leadership.

DEBRIEF THE GROUP ACTIVITY

Ask participants to share some of their experiences from their practice of presenting ideas to their home troop friend. What went well? What was not effective? How can they use the skills of effective communications to better share their ideas?

Explain that you will provide one last set of communication tools, then they can try revise their communication and see if the last tool makes a difference in how well the message is received.

REVIEW THE CHECKLIST

Communication Skills Checklist

- ___ **Neutral Position.** The speaker stands comfortably before the patrol, hands at his sides.
- ___ **Feet.** The speaker positions himself where everyone can see and hear him. If possible, the speaker moves around during the presentation.
- ___ **Hands.** The speaker uses his hands as communication tools.
- ___ **Mouth.** The speaker communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.
- ___ **Eyes.** The speaker makes eye contact with listeners.
- ___ **Ears.** The speaker is aware of his audience.

Ask participants to use the checklist and give you feedback on your body language. Encourage them to frame their evaluation as an SSC—Start, Stop, Continue. What can you start doing to improve your body language? What should you stop doing? What is a strength and is working well that you should continue to do?



Show slide 6-28,
Audience Body Language.

As a tool of communication, a presenter should observe the body language of an audience—be it one person or many. Knowing how an audience is responding can allow a presenter to change his means of presentation to get his message across.

Among the most important things to look for in an audience are these:

- Are people paying attention?
- Are they making eye contact with you?
- Are they nodding their heads now and then?
- Is their body position open or closed? (Arms and legs crossed may indicate an unwillingness to hear what you are saying.)

Effective Communication With Adults

Ask participants to describe some of their experiences in communicating with adults. In what ways is it different than communicating with their peers?



Show slide 6-29,
Communicating
With Adults.

The same tools that work well for communicating with peers are also effective when communicating with adults. Perhaps they are even more important.

Communicating well with adults may mean getting rid of bad-habit words: *"Like."* *"You know."*

Consider how this sounds: *"So I was all, like, you know, on my honor and, like, do your best and, like, do your, like, duty, you know, to God and my, like, country"*

"Like" and *"You know."* They are part of a language of many youth, but they get in the way of communicating well with anyone except your close friends.

If local language usage is highlighted by other habits of word choice that are barriers to good communication, make those the focus of this discussion.



GUIDE

Let's say you go home after this course full of great ideas for making your troop better. You want to talk with your Scoutmaster about changes you want to help make in the troop.



Show slide 6-30,
Communicating With
Adults: Five-step process.

No matter what message you want to share, and no matter who your audience, a five-step process is almost certain to succeed:

1. Here is the reason I am asking for some of your time.
2. Let me share an idea with you.

3. Let me summarize the situation for you. (Put your idea in the context of *who, what, where, when, why, and how.*)
4. Reinforce the benefits.
 - "Here's why it makes sense."
 - "Here's how it helps us reach our goals."
 - "Here's how it helps us complete an action plan."
 - "Here's what's in it for you."
5. Let's discuss the steps to turn this idea into action.

EXERCISE IN COMMUNICATING WITH ADULTS

Repeat the paired communication activity above, but this time have the Scouts reorganize their message using the five steps just discussed. The listener will pretend he is the Scoutmaster of the sender's home troop.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.

What If Your Scoutmaster Isn't Enthused?

Your best efforts to bring a new idea to your troop may not get very far. But you will make some changes, even if just in the way others think about what's possible.

You may not be able to achieve everything at first, but you can start achieving something. You can build on what was done by those who came before you, and leave more done for those who come after.

If you can take only one bite of the elephant, take it. That's the way to achieve a vision—one goal at a time.

Group Activity

Repeat the group activity using the five-step process for communicating with adults.

PROCEDURE

1. Ask each participant to take a couple of minutes to write down an improvement he wants to make in his home troop. Encourage him to organize his thoughts by using the format:

Who, What, When, Where, Why, How

2. Pair up the participants. One Scout in each pair plays the role of the home troop Scoutmaster. The other Scout acts as himself discussing with his Scoutmaster his ideas for changes in the troop.
3. After the first Scout has had a chance to present his ideas, the pair of Scouts switch roles so that the second participant has a chance to present his ideas.

4. Scouts should use the tools of effective communication and should organize their ideas with these guidelines:
 - Here is the reason I am asking for some of your time.
 - Let me share an idea with you.
 - Let me summarize the situation for you. (Put your idea in the context of *who*, *what*, *where*, *when*, *why*, and *how*.)
 - Reinforce the benefits.
 - Discuss steps to turn the idea into action.
5. The Scout who is listening to the presentation can use Start, Stop, Continue to evaluate the speaker's communication skills—how he uses his body, his tone of voice, whether he makes eye contact, etc.

This exercise can have a variety of positive results:

- Each Scout will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every Scout will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen his presentation and his message before conveying it to his home troop.
- The activity encourages the use of the same skills that participants can use as they prepare for their presentations of the Quest for the Meaning of Leadership.

Debrief the Group Activity:

Ask participants to share some of their experiences from their practice of presenting ideas to the Scoutmasters of their home troops. What went well? What was not effective? How can they use the skills of effective communication to better share their ideas?

Conclusion

Without warning, toss a tennis ball to someone in the group. Then, without saying anything, let someone else know you're going to toss a ball to him. (Use your eyes, hand gestures, and body language.) Toss the ball.



Show slide 6-31,
Summary.

Remind the group that effective communication has three parts

- ***A message.***
- ***A sender***
- ***A receiver***

Each of the three plays a role in communication. The message needs to be pack-aged well. The sender needs to be effective in presenting the message. The receiver must do his part to gather in the message.

The skills of effective communication we've practiced all week—everything from eye contact to hand gestures to skillful listening—can help you improve the quality of all three—your message, the way you send it, and the way in which you receive information from others.

Day Five: Patrol Leaders' Council Meeting

Time Allowed 30 minutes

Location Patrol leaders' council site

Learning Objectives

The patrol leaders' council meeting on Day Six will

- Model ways to run an efficient, well-planned meeting.
- Empower patrol leaders with the resources and guidance to help them lead their patrols.
- Prepare patrol leaders for their roles through the rest of Day Six.
- Remind patrols to complete their presentations for the Quest for the Meaning of Leadership.

Materials Needed

Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings.

Delivery Method

The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

As with the previous PLC meetings, the PLC meeting on Day Six is attended by the senior patrol leader, assistant senior patrol leader, the patrol leaders of the day, and the Scoutmaster.

Patrol Leaders' Council Meeting Agenda

Day Six

- Presentation Procedure**
1. Welcome and introductions
 2. Purpose of the meeting—what we need to accomplish
 3. Reports on the progress being made by each patrol
 4. Assignments for the remainder of Day Five (Camp Clean Up, Return Equipment, Dinner Preparation)
 5. Program patrol and service patrol assignments
 6. Announcements (Include a reminder that there will be a follow-up discussion on Making Ethical Decisions at today's patrol meeting.)
 7. Closing
 8. Scoutmaster's observations

Pre-Meeting Discussion

The Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a PLC meeting. They go over the agenda and make sure everything is in order. The Scoutmaster confirms that the senior patrol leader understands the vision of what the meeting will accomplish, and makes sure that the SPL is ready to run the meeting.

Once the meeting begins, though, the senior patrol leader is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the senior patrol leader now and then, but in a boy-led troop, the youth staff are in charge.

At the end of the pre-meeting discussion, the senior patrol leader calls the patrol leaders' council to order and begins the PLC meeting.



The pre-meeting discussion between the Scoutmaster and senior patrol leader takes place within view and hearing of all the participants of the PLC meeting. The Scoutmaster should model good coaching and mentoring. Participants will see that the senior patrol leader gains a great deal from the Scoutmaster's involvement and is better prepared to lead the PLC meeting.

Welcome and Introductions

The senior patrol leader takes charge of the meeting, introduces those persons attending the patrol leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the PLC to the written agenda. Note that the purpose of this meeting will be to

- Hear reports on the progress being made by each patrol.
- Make assignments for the remainder of Day Five.
- Make program patrol and service patrol assignments.

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Patrol

The senior patrol leader asks each patrol leader to report on his patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What is a strength and is working that they can continue doing?

Encourage each patrol leader to use his Leadership Compass to determine the current stage of development of his patrol (*Forming, Storming, Norming, Performing*).

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Remainder of Day Five

The patrol meetings that take place during the Day Six troop meeting will focus on preparations for the dinner and on breaking down camp. The senior patrol leader can give each patrol leader a checklist of things to be done in order for the patrols to break camp and make their feast preparations.

During the patrol meetings, each patrol leader will lead his patrol in using the What, How, When, Who Planning Tool to determine how the patrol will reach the goals of breaking camp and being ready for the feast.



The checklist will vary, depending on the nature of the breakdown procedures and feast plans.

Sample Checklist

Campsite Breakdown

- Tents cleaned out and stowed in stuff sacks
- Dining fly taken down and neatly folded
- Cooking gear cleaned (except for pots and utensils needed for dinner preparations)
- Personal gear packed for outpost
- Patrol campsite policed
- Troop guide approves all campsite breakdown and cleanup
- Tents, dining flies, and group gear returned to the quartermaster hut

Program Patrol and Service Patrol Assignments

The senior patrol leader asks the assistant senior patrol leader to take the floor.

The assistant senior patrol leader reminds those leaders of the Day Three service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (sample assignments)

- Since there was no flag ceremony for the Day Six program patrol, that patrol might be asked to be involved in the closing ceremonies of the course.
- Prepare the meeting area for the Quest for the Meaning of Leadership presentations.

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain participant latrines/showers.

STAFF SERVICE PATROL

The assistant senior patrol leader will again make it clear to the PLC that staff members have the responsibility of cleaning staff latrines/showers, staff camp-sites, and other areas for staff use. Staff members set a good example by rolling up their sleeves and taking care of their own areas rather than expecting someone else to do it for them.

Announcements

The senior patrol leader makes any announcements relevant to the group.

Explain that patrol leaders have a responsibility to share with their patrols information from the meetings of the patrol leaders' council. Inform patrol leaders of any other matters of Day Six importance to the patrols.

Closing

The senior patrol leader summarizes the key points covered during the meeting, addresses any questions the patrol leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and Law as their guides.

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels.

The senior patrol leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debriefing with the Scoutmaster.

After the Meeting

The Scoutmaster and senior patrol leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved through the remainder of Day Six of the NYLT course.

Day Four: Making Ethical Decisions

Time Allowed	60 minutes
Format	Troop presentation with patrol breakout discussions
Responsible	Scoutmaster, assigned staff
Location	Troop site
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none"> ■ Give a definition for "ethics" and discuss the importance of ethical decision making. ■ Describe three kinds of decisions: <ul style="list-style-type: none"> —<i>Right vs. Wrong</i> —<i>Right vs. Right</i> —<i>Trivial</i> ■ For each kind of decision, explain one approach to making an ethical choice. ■ Use the Checklist for Ethical Decision Making to test at least one choice involving a right vs. right situation.
Materials Needed	<ul style="list-style-type: none"> ■ Checklist for Ethical Decision Making handout for each participant (appendix, Participant Notebooks) ■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen ■ Flip chart and markers
Presentation Procedure	<p><i>Opening Discussion</i></p> <p>Present participants with one of the following situations, then lead a brief discussion about the situation. Encourage them to share the decisions they would make and, more importantly, the means they used to arrive at those decisions.</p> <p>SCENARIO 1</p> <p>Your patrol has gotten permission to build a hiking trail on private property. As you are digging into the soil, you uncover a beautiful piece of Indian pottery that looks very old. You are the only person who sees it.</p> <p>You know from your work on the Archaeology merit badge that it might be a good idea to leave the piece where it is and report your find when you get home to archaeologists at a nearby college.</p>

You know that the owner of the private property collects Indian artifacts and would be delighted to put the piece in his pottery collection.

You know you would like to keep the pottery yourself and start a collection of your own.

Give participants these choices:

1. "If you would leave the piece where it is and report it to archaeologists, please step over to the right side of the meeting area." (Or to some other convenient spot determined by the session leader.)
2. "If you would give the piece to the owner of the property, please step over to the left side of the meeting area." (Or to some other convenient spot determined by the session leader.)
3. "If you would keep the pottery yourself, please step to the center of the meeting area." (Or to some other convenient spot determined by the session leader.)

SCENARIO 2

You are coach of a Little League baseball team about to play in a championship game. Team rules say that anyone who misses a practice without a good excuse can't play in the next game. Your star pitcher has missed the last two practices and won't tell you why. The team's catcher tells you there are rumors that the pitcher is embarrassed because his dad was drinking and couldn't drive him to practice, but the catcher isn't sure if the rumors are true.

You know that according to team rules, you should bench the pitcher.

You also know that without your best pitcher in the lineup, the team has no chance of doing well in the championship game.

Give participants these choices:

1. "If you would stick with the team rules and bench the pitcher even though you don't know the reason for his absences, step to the right of the meeting area."
2. "If you assume the rumors are true and so you will let the pitcher play, step to the middle of the meeting area."
3. "If you do what's best for the greatest number by letting the pitcher play and help the entire team succeed, step to the left of the meeting area."

SCENARIO DISCUSSION

Ask those in each group to discuss why they made the decision they did. Entertain their answers. If they don't bring it up, ask them if any of them were influenced to decide as they did because they saw others in their group moving to one part of the meeting area.

Note: The point of this discussion is not to decide the right answer to the situation in question (in fact, each situation may have a variety of "right" answers), but rather to get participants thinking about HOW they arrive at ethical decisions.

Ask participants to return to their seats.



Show slide 4-21,
Making Ethical Decisions.

Explaining Ethical Decision Making

Ask participants if any of them can tell you the BSA Mission Statement.

If someone can recite it, write it on the flip chart. If not, write it on the flip chart anyway or show the DVD slide.



Show slide 4-22,
Decision Making.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

A mission statement is the primary objective of an organization.



Show slide 4-23,
Mission Statement.

If a key element of the BSA Mission Statement is "make ethical . . . choices," that must be mighty important-so important that we want to spend plenty of time exploring what it means.

DEFINING THE MISSION STATEMENT

If we are going to be able to make ethical choices, we should at least understand what the words mean.

Choices. What does that mean? (That there are several ways to do something, several answers to a question, and we need to select one of them.)

What about **ethical**? (From the word "ethics.")

What are **ethics**?

Lead the group in coming up with a working definition of the word "ethics." As they offer ideas, write them on the flip chart.

Show slide 4-24,
Ethics.



Two answers to draw out or to present yourself are these:

- We can think of ethics as an understanding of what is right and wrong for an individual and for groups of people.
- Ethics are the standards by which we act, both when we are around others and when we are alone.

Where Do Ethics Come From?

Ask the group for their ideas about where ethics come from. Write their answers on the flip chart.



Show slide 4-21,
Source of Ethics..

An important idea to draw out or present yourself is that ethics develop, in large part, as a result of the values a person gains from family and society.

AN EXAMPLE OF ETHICS

Ask the group if they recognize these words:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"

Answer: The second paragraph of the Declaration of Independence.

For most people who live in the United States, we accept these ideas as obvious values. As Americans, this is part of our shared ethic.



Show slide 4-26,
Codes of Conduct.

CODES OF CONDUCT

Ask if any participants attend a school that has a code of conduct. If so, ask them to describe briefly the codes of their schools, the reasons the codes are in place, and what makes those codes effective or ineffective.

Use their comments to explore the general idea of codes of conduct—that they are agreements among people as to generally accepted standards of behavior. Specific items in codes of behavior may be included to make it possible for people to live and work together effectively.

Some say that ethics are determined largely by what most people believe to be appropriate decision-making behavior. Without generally accepted standards, we would have trouble coming to agreement on much of anything. It would be much more difficult to function as a society.

If no participants offer school codes of conduct, offer the example of military codes of conduct intended to guide decision-making by everyone in uniform. Invite participants to suggest why the armed *services* would benefit from having a code of conduct.



The BSA and Ethics



Show slide 4-27,
The BSA and Ethics.

Old *Boy Scout Handbooks* talked about knights and chivalry. The knights swore themselves to live by a code of ethics that pledged them to help others, to do good, to defend those who needed it.

The *Handbooks* went on to discuss the code of conduct that Boy Scouts pledge themselves to use in guiding the decisions they make—the Scout Oath, Law, slogan, and motto.



Show slide 4-28, Scout
Code of Conduct.

There aren't any knights in armor around today. Unlike the early days of Scouting, much of our communication occurs over the Internet. But log onto the Web site of the BSA National Council and you can read this:

The ideals of Boy Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Boy Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them, he has some control over what and who he becomes.

It's the same message nearly a hundred years after Scouting's founders first wrote it down.

ASK AND DISCUSS

Why should people be ethical? (A contrasting question would be, "What would happen if people were not?")

Possible answers include:

- To develop trust
- To show mutual respect for others
- To create a just and fair society

ASK AND DISCUSS

Why would anybody NOT follow a code of ethics?

Possible answers include:

- I'm just one person, so it doesn't really matter what I do.
- If I stand up for a belief, people won't like me.
- The chance to do something went by really fast.
- It would cost too much to do the right thing.
- Sometimes I don't know what I should do.

Steps to Ethical Decision Making

Life is about choices. Some are big choices, some are small. Let's take a look at a few decisions people have faced.



Show video clip 4-29, Making Ethical Decisions (Part One), which begins with "Everyone in this room has choices . . ." Continue through the interactive exercises that begin with slide 4-30, Making Ethical Decisions.



Show slide 4-31, Steps to Ethical Decision Making.

There are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs. Let's look at them.

STEP ONE: GETTING THE FACTS STRAIGHT

Any attempt to make a good decision has to begin with getting the facts of the situation straight. In some cases that seem at first quite difficult, additional facts are enough to make the correct course of action apparent.

If, for example, we wish to decide how much of our forests should be cut down now, and how much left for future generations, we first need to establish some facts about the rate at which forests regenerate. These facts might be ascertained through science, or just through the experiences of people who have observed forests over long periods

of time.

STEP TWO: FIGURE OUT WHAT KIND OF CHOICE IT IS

The categories of choices are:

- Those that are **Trivial**
- Those that are **Right vs. Wrong**
- Those that are **Right vs. Right**

Trivial Decisions. Why did you choose the seat you took when you came to this session? Is it a decision that really matters? Probably not. What about this choice: You can watch television or you can do your homework. Or this one: You can set your alarm and get up on time or you can sleep in and be late for school. What would you do?

These are decisions that do not require much thought.

If you don't do your homework because you choose to watch television, you will have to complete your schoolwork later. Your grades might suffer. You won't feel very good about yourself.

If you sleep in rather than getting to class on time, you might have to stay after school. Your grades might suffer. You'll miss being with your friends.

Decisions like this are usually very clear. They don't require deep ethical thinking to figure them out. "If I do this, then this will be the result.

Right vs. Wrong Decisions. Consider this choice: The clerk at a store has left the building and you are alone. Nobody would ever know if you slipped a candy bar into your pocket and left without paying. Or this one: A friend tells you he has a copy of the answers to a difficult math test you are to take tomorrow and that you can look at it if you want.

What would you do? Would you take the candy bar? Would you borrow the test answers?

These are *right vs. wrong* choices. There is a clear right course of action and a clear wrong course. These are no-brainers—you don't need to have serious ethical decision-making debates with yourself to know that you shouldn't steal the candy or look at the test. Whenever we know that one choice is the right one and another is the wrong one, we all know that *the right thing is* the thing to do.

If it's so easy to tell right from wrong, why do we ever choose to do the wrong thing (i.e., steal the candy bar or look at the test answers)?

Right vs. Right Decisions. In the video, a Scout had promised his parents he would be home by a certain time. On his way, he sees a person who has dropped groceries in a parking lot and is having a difficult time. If he helps her, he will get home late. If he ignores her and hurries home, he'll arrive on time but will not have helped a person in need.

It's sometimes hard to know which decision to make when it is a right vs. right decision. If you had been that Scout, what would you have done? Why?

DISCUSS THE CHECKLIST FOR ETHICAL DECISION MAKING



Show slides 4-32, 4-33, and 4-34, which explain the *Be*, *Know*, and *Do* checks of the Ethical Decisions Checklist.

Give each participant a copy of the Checklist for Ethical Decision Making and discuss the checklist with the group. Encourage them to consider how the various Yes or No questions can help them clarify choices and determine appropriate decisions.

Dealing With Peer Pressure

A Scoutmaster once said, "What you do speaks so loudly I can't hear what you are saying." That's a good way of saying that our actions speak louder than our words.

But what about the words of our friends? What happens to ethical decision making when there is peer pressure?

Let's take a look:



Show video clip 4-35, Making Ethical Decisions (Part Two), which begins with "Sometimes making an ethical decision and following the Scout Law is the hard choice"

Remind participants that at one point the narrator said, "Take a minute to write down the values you would like other people to see in you. You don't have to share the list with anyone but yourself. Behavior is not 'Do I THINK the right thing?' but, 'Do I DO the right thing?'"

Encourage participants to think about that assignment during the rest of the course and write some notes to themselves about their own values. Of course, the key then is that **WHAT THEY DO** is a clear reflection of **WHAT THEY THINK**.

PRACTICE USING THE CHECKLIST

Return to the scenarios used to open this session and lead the participants through the exercise of testing the choices they made by using the Checklist for Ethical Decision Making.

As with the discussions that opened the session, the point of this exercise is not to judge some choices as being better than others, but rather for participants to gain experience applying the checklist and deciding for themselves if their choices were the best that could have been made.



Show slide 4-36, Summary.

Summary

Ethical decision making is at the heart of the Boy Scouts of America. It is also a true measure of each person's character.

The first step in ethical decision making is to get the facts of the situation straight.

Trivial choices don't require much consideration. Simply do the right thing.

If there is a right vs. wrong choice, the action is the same. Simply do what you know is right.

When a choice must be made between options that are right vs. right, the Checklist for Ethical Decision Making can help lead you to the correct decision.

Our personal values are reflected in our behaviors. Behavior is not, "Do I think the right thing?" but rather "Do I DO the right thing?"


Patrol Campfire Assignments

Explain that the patrol meeting following this session will continue the exploration of ethical decision making. The troop guide of each patrol will offer some scenarios to spark discussion of choosing the right course of action. Patrol members also will have opportunities to bring up and discuss ethical situations they have witnessed or experienced.



Adult NYLT staff do not attend the patrol meetings. The discussions about ethics that take place among patrol members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Troop guides will represent the NYLT staff at the campfires.

Day Five: Patrol Meeting

Time Allowed	45 minutes
Responsible	Patrol leader
Location	Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols.
Learning Objectives	<p>By the end of this session, participants should be able to</p> <ul style="list-style-type: none"> ■ Describe the purpose of the patrol meeting. ■ Describe how a patrol meeting should be run. ■ Know what the patrol leader is responsible for doing, and what patrol members are responsible for doing. ■ Use Start, Stop, Continue to evaluate patrol performance. ■ Encourage continued discussion of issues raised during the session on Making Ethical Decisions.
	<p>As with meetings of the NYLT troop and the patrol leaders' council, every patrol meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective patrol meetings in their home troops.</p>
Materials Needed	Patrol meeting agenda. Each patrol meeting should follow a written agenda. Building on the following model, the agenda for today's patrol meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of his patrol.
Recommended Facility Layout	The troop guide will determine the location of the first patrol meeting. The patrol will decide where subsequent patrol meetings will occur. In most cases, patrol meetings will take place in or near the patrol's campsite.
Delivery Method	The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Patrol Events

Presentation Procedure

Model Patrol Meeting Agenda

Day Six

1. Welcome—Patrol leader
2. Meeting Agenda— Patrol leader
3. Evaluate patrol progress using *Start, Stop, Continue*. (Include evaluation of the patrol's progress with the Daily Campsite Inspection Checklist and the duty roster.)
4. Give the troop guide time to lead a discussion involving ethical decision making.
5. Complete any remaining work on the patrol's Quest for the Meaning of Leadership presentation.
6. Use the What, How, When, Who Planning Tool and any checklists from the PLC meeting to plan campsite breakdown and dinner preparations.
7. Use the remaining patrol meeting time to put the patrol plan into action.
8. Adjourn.

As a participant in the patrol meeting, the troop guide for each patrol will lead the discussion toward discussions of several situations involving ethical decision making. The scenarios will have been prepared before the course by the NYLT youth staff. The troop guide will invite patrol members to explore the scenarios and apply the tools for making ethical decisions.

The topics laid out by the troop guide can be fully formed scenarios that lay out situations where ethical decision making is needed, or they may be presented as direct questions:

- *In my school, here's a situation that comes up a lot. (Describe the situation.) What's the ethical thing to do?*
- *I knew a guy who was confronted with this ethical decision. (Describe the decision.) What should he have done?*

Troop guides should also encourage patrol members to offer situations from their own experience that have demanded ethical decision making. As much as possible, the troop guides should be supportive of the comments of patrol members, and encourage a frank and open discussion of ethical situations.



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Day Six: Camp Breakdown

Time Allowed 105 minutes

Format During the Day Five patrol leaders' council meeting and the Day Five patrol meetings, the patrols were encouraged to use the What, How, When, Who Planning Tool to organize campsite breakdown and feast preparations.

This block of time can be used by patrols to continue carrying out the plans they formulated during those meetings. Ideally, they should use the skills of leadership they have learned during the NYLT course and, as a patrol, should be experiencing the *Norming* and even *Performing* stages of team development.

Day Six: Patrol Presentations—The Quest for the Meaning of Leadership

Time Allowed 60 minutes

Format With the entire troop as an audience, each patrol makes its presentation of The Quest for the Meaning of Leadership.

Responsible Senior patrol leader

Location Troop site

Learning Objectives

By the end of this session, each participant will have

- Played a role in presenting his patrol's Quest for the Meaning of Leadership.
- Used good communication skills.
- Experienced the satisfaction of envisioning, planning, and completing a presentation with his patrol.
- Given thought to his own meaning of leadership.

Presentation Procedure

Serving as master of ceremonies, the senior patrol leader can introduce each patrol and then offer support, encouragement, and a debriefing of the patrol's presentation. If necessary, he can manage the behavior of those observing the presentations to create an atmosphere appropriate to this session.

As part of the debriefing, the senior patrol leader may wish to ask the patrol to explain how its presentation illustrates certain key messages of the NYLT course.

The debriefing can also serve as a means of highlighting and reviewing some of the most important elements of leadership.

The patrol presentations can be a session full of good fun, high spirits, and valuable learning experiences. Staff involved must remember that this session is for and about the participants, and they should do all they can to encourage and promote the efforts of each patrol.



While the senior patrol leader facilitates this session, the Scoutmaster should stand by to offer coaching and guidance. Where appropriate during the debriefings, he can also help the senior patrol leader draw out the important messages of leadership presented by the patrols.

Day Five: Troop Dinner

Time Allowed 60 minutes

Format The nature of the NYLT dinner will vary from one course to the next, depending on local traditions and conditions. In some cases, adult staff will prepare the feast while patrols are dismantling their camps. At other courses, youth staff and patrol members will play a significant role in cooking and presenting the meal.

Whatever the case, the dinner should be a time of fellowship and celebration as the NYLT course comes to a close. Everyone has been through a challenging and rewarding time together. The feast is a chance for members of patrols to mingle with one another and to join the NYLT youth staff and adult staff as equal veterans of an NYLT course. The senior patrol leader and adult staff can help set the tone of the feast through their encouragement and support of everyone in attendance.

Location Troop dining area

Learning Objectives As a result of the NYLT feast, each participant will enjoy good Scouting fellowship, a celebration of accomplishment, and a tasty, well-prepared meal.

Day Five: Outpost Camp Departure

Troop Assembly

Time Allowed	15 minutes
Responsible	Senior patrol leader and Scoutmaster
Location	Troop assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none"> ■ Launch their Outpost Camp experience. ■ Reaffirm that during the Outpost Camp, just as during other portions of the NYLT course, the NYLT troop operates according to the Scout Oath and Law. ■ Reaffirm the importance of conducting Outpost Camp activities in ways that maintain the safety of patrol members and that allow each Scout to have a quality experience.
Presentation Procedure	<p>The senior patrol leader greets the patrols.</p> <p>Provide the Outpost Camp challenge by reminding Scouts that the Outpost Camp experience is an opportunity for members of each patrol to put their plans to the test.</p> <p>The NYLT course has provided participants with all the leadership and team development skills they need to make the Outpost Camp a great success. If patrols run into difficulties, they can rely on what they have learned in recent days to find solutions that will see them through.</p> <p>Throughout the Outpost Camp experience, patrols should keep in mind two guiding principles:</p> <ol style="list-style-type: none"> 1. The safety of everyone. Safety can be enhanced by Scouts taking responsibility for their own safety and by watching out for one another. 2. The quality of the experience for each Scout. The quality of experience for each person will be greatest when all patrols operate according to the guide-lines of the Scout Oath and Law.

Outpost Campsite Orienteering Challenge

An effective way to incorporate a number of Scouting skills is to provide each patrol with a list of waypoints they can use with their GPS receivers to find their campsites.

Match the number of waypoints to the number of members of a patrol. In the instructions to finding their campsites, encourage patrols to have each member use the GPS receiver to find the waypoint and to lead the patrol on that leg of the journey.



Staying out of sight, troop guides should shadow their patrols from a distance as they make their way to their campsites. If a patrol becomes completely confused and shows no sign of working its way through its geographical difficulties, the troop guide can approach and provide enough help that patrol members can continue on their way.

The troop guide should keep in mind the Teaching EDGE' (*Explain, Demonstrate, Guide, Enable*) and remember that any help he provides should be *Guiding* in nature.

The Scoutmaster adds support to the words of the senior patrol leader and sends the patrols off with a sense of anticipation for the great Outpost Camp adventure about to begin.

Emphasize the importance of each patrol using the Scout Oath and Law to guide its actions as a group and as the way in which individuals treat one another.

Encourage them all to have a remarkable time

Day Five: Outpost Camp

The Outpost Camp is an opportunity for members of each patrol to organize and carry out their plans for an overnight campout. It is intended as a means for Scouts to practice the leadership skills they have learned during the NYLT course and to enjoy the spirit of Scouting as members of an NYLT patrol.

During preparations for the NYLT course, staff should give careful consideration to the locations of the patrol Outpost Camp campsites and the instructions patrols will be given before they set off.

While developing plans for the Outpost Camp experience, staff should keep in mind two guiding principles:

- The safety of participants
- The quality of the experience for each Scout

Safety can be enhanced by using the patrol emergency response plan as guide for thinking through risk management situations and determining the best ways to minimize risk.

The quality of a Scout's experience will be heightened by providing an effective NYLT course leading up to the Outpost Camp, and then allowing patrols to use the team development and leadership skills they have learned.

(For more on the patrol emergency response plan, see the Day Four patrol leaders' council meeting.)

Day Five: Scout's Worship Service (Stick on the Fire)

Time Allowed 60 minutes

Responsible Patrol Leader and Adult Staff Member

Participants Patrol, Troop Guide and Adult Staff Member

Location Patrol Camp Site

Learning Objectives

By the end of this session, participants will

- Share their feelings about the NYLT experience
- Hear about significant experiences recognized by the staff during the training.

Presentation Procedure

The patrol leader recognizes and turns time over to the adult staff member. The adult staff member then explains that each patrol member now has the opportunity to share his feelings about the experience he has had this past week at NYLT. The adult staff member then shares his feelings and relates a few experiences he went through this week that has affected his life for the better. Ample time is then given for each patrol member and troop guide to share his feelings.

No one should be forced to share their feelings during this session. But, ample time should be given to make sure each participant has been given an opportunity.



Patrol Event